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ABSTRACT

This report describes a prototype current awareness service that was conducted at the University of Wisconsin-Stout from fall 1984 through 1985 and involved the selective dissemination of information through the use of online bibliographic databases and the routing of tables of contents from selected periodical holdings. A discussion of the planning and implementation of the service includes the selection of 33 faculty and staff member participants from a cross-section of academic disciplines, the design of participant profiles, and the development of staff and participant procedures. In addition, the results of the service are summarized; an evaluation of the project and the results of a survey of project participants are presented; and the databases used in the project are evaluated. It is concluded that the prototype project greatly enlarged access to comprehensive sources of information and extended awareness into the academic infrastructure, thereby showing the positive impacts such a service can have on the quality of teaching and research. The text is supplemented by 22 tables; 8 references are provided; and the project evaluation form, document evaluation form, referral instrument, and profile design form are appended. (KM)

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AN AUTOMATIC CURRENT AWARENESS SERVICE; THE STOUT EXPERIENCE

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ABSTRACT

This report describes a prototype current awareness service for faculty and staff at the University of Wisconsin-Stout. The service involved selective dissemination of information using online bibliographic databases and the routing of table of contents from selected periodical holdings. Document delivery was provided for any publication selected from the database references or the table of contents. The project was conducted between fall of 1984 through 1985, serving 33 faculty and staff from a cross section of academic disciplines. The project resulted in delivery of over 3000 publications from references originating from 38 databases and from the table of contents of 154 periodical titles. Document evaluations and results from a survey show the patterns of use among various faculty, the types of documents selected, the pattern of delivery, and the effectiveness of databases and tables of contents in providing current awareness. The evaluations show the extent to which the anticipated results and objectives were realized. These include identifying and delivering relevent and useful literature, developing current awareness and filling existing gaps in specialized subject areas, saving participants 6-15 hours per week in time, having an impact on research and teaching activities, enlarging access to comprehensive sources of information, and providing a cost effectiveness means of disseminating information into the infrastructure of academia. Other results from the project include a recognition of strengths and weaknesses of library holdings and an analysis of costs for continuing the service.

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AN AUTOMATIC CURRENT AWARENESS SERVICE;

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INTRODUCTION

The specialized disciplines in scientific, technical and medical fields require the very latest information be available to faculty, researchers, students and other library users. A recently completed Faculty User Awareness-Needs Study. at the University of Wisconsin-Stout indicated a strong preference and need for a current awareness and information dissemination service.[1] The primary reason behind the need for such a service recognizes that faculty and researchers have no way of knowing if they are reviewing the most current and relevant information available in their fields. Too much information is being produced and too little time is available to review current literature. This results in a serious knowledge gap which was perceived to be partially alleviated by developing a prototype automatic current awareness service for faculty and staff at UW-Stout.

Review of Literature

There are many references to SDI (Selective Dissemination of Information) and current awareness information services in the literature. There are relatively few documents which offer direct applications to broad-based higher education experiences, however. In the late 1950's and 1960's, IBM's SDI business and industrial model was widely reviewed, cited and became a model for the current awareness SDI industry.[2] The University of California system implemented a combination SDI and document delivery system for nine campuses in 1974.[3] A small prototype SDI system (9 faculty) was also initiated at the University of Arkansas-Little Rock in 1974-75.[4] England produced a highly rated current awareness system with a personalized information service for academic researchers at the Universities of Bath and Bristol in 1969-1971.[5]

The University of Natal (South Africa) developed a prototype SDI service (1980-84) that successfully updated academic researchers whose interests spanned a wide interdisciplinary range.[6] The most useful report for purposes of implementing a successful automatic current awareness service at UW-Stout proved to be the Poncelet guide. This document was developed as a result of a UNESCO project for developing countries in 1980.[7]

Background of Service

Initiating a new service during a period of little or no budget increases requires both reallocation of existing fiscal and human resources and additional start-up resources. A matching grant proposal was submitted to the Stout Foundation, Inc., and successfully funded. Matching funds were reallocated from existing library resources to place the prototype project on a firm fiscal base. Two library faculty members, Van Houlson, Computer Assisted Reference Librarian and John J. Jax, Library Director, were assigned as co-project directors. Other staff assistance was required on a continuing basis from interlibrary loan, automation, serials, and collection development. The project took place over an eighteen-month period, August, 1984 through January, 1986.

Action Program

An automatic current awareness service based upon carefully designed interest profiles of thirty-two select faculty and staff was developed by the co-project directors. Faculty interests were matched by computer using current bibliographic citations in special fields such as correctional education, family violence, mathematics, nutrition, robotics, telecommunications, electronics, to name only a few disciplines. Along with a bibliographic citation, a descriptive abstract was provided when available. The abstract was of particular value because the faculty member could decide upon examination whether the document was potentially relevant without having to physically read it. Participants received database updates from which the full articles were supplied by the library. A table of contents current awareness program was also initiated in addition to the online bibliographic database service. Each participant selected at least five periodicals from which table of contents were routed as issues were received. Participants could then request the full articles as was necessary.

Selection of Participants

All faculty and staff were invited to participate through extensive campus communication mediums. Because many more people volunteered than the project limit of thirty-three, an attempt was made to select participants who would represent a cross-section of UW-Stout's academic disciplines.

Anticipated Results

One of the project directors, John J. Jax, previously developed a Selective Dissemination of Information (SDI) service for a group of electronics engineers and faculty in Algeria, Africa, which was very successful. Based upon this experience, it was perceived that certain results could be expected with a group of specialized faculty and staff at UW-Stout:

1. Participants will save time reviewing literature and obtaining publications in their fields.

2. Participants will have a high recall of current information in the field and review a greater amount of relevant literature.

3. Computer generated bibliographic references combined with document delivery systems are more cost-effective than purchasing and maintaining extensive collections of periodicals.

4. Participants will be better informed about their fields and will experience qualitative improvements in research and instruction.

5. The service will be highly valued by faculty and staff, and support funding proposals for its continuation.

Objectives of Service

1. To establish current awareness into the infrastructure of academia and improve the access faculty and staff have to comprehensive sources of information.
2. To discern how faculty and staff obtain current and relevant information in their fields and to determine those gaps where new resources could be identified and provided.
3. To identify voids in the UW-Stout library collection where collection development could be initiated.
4. To provide bibliographic references, and their corresponding publications, that represent highly relevant and current literature in the specialized areas of faculty and staff..
5. To measure the effectiveness of the service and determine at what level, if any, a current awareness program could be sustained.
6. To contribute toward the UW-Stout mission of using "new educational strategies and instructional technologies in the interest of improving the learning process."

Participant Characteristics

The University of Wisconsin-Stout has strong programs in the applied sciences, vocational/technical education, hotel restaurant management, business and home economics. With emphasis on instruction, the opportunities and resources for research are limited compared to those existing at institutions with extensive doctoral programs.

The Stout faculty and staff are highly involved in areas that are increasingly in demand. The programs in industry and technology, hotel restaurant management, home economics, and various human services continue to prepare students for the occupations that make up the 95% placement rate for UW-Stout graduates.

After soliciting volunteers for the project, participants from the different Schools were chosen as follows:

TABLE 1

PARTICIPANTS AND ACADEMIC DEPARTMENTS

School of Industry and Technology	9
School of Home Economics	8
School of Education & Human Services	4
School of Liberal Studies	4
Others (Counseling Center, Student Personnel Services, Auxilliary Services and Library)	6
Total	31

The total represents the number involved during the entire project. Two of the participants dropped out shortly after the service was initiated, but were replaced by two others. Another two participants also terminated midway through the project due to changes in their careers.

Each of the participants responded enthusiastically to the opportunity of being involved in a current awareness and document delivery service. Most of the faculty and staff participants had not previously used online bibliographic indexes and were interested in the SDI databases available from commercial vendors. The vendors chosen for the SDI databases were DIALOG and BRS. Having the table of contents routed from the library's periodicals also gave participants an opportunity to explore library holdings and broaden the scope of relevant literature.

Orientation of Participants

Each participant initially met with the two project directors for varied periods to establish an interest profile and appropriate discipline descriptors. Participants were queried concerning where they were now obtaining current and relevant information in their fields. Participants met a second time at the library to select table of contents and review the design of their profile. Gaps in current information being used by faculty and staff were identified. Appropriate databases were chosen and journals selected that would assist in keeping up with current developments.

Staffing

Interviewing participants, devising procedures, and establishing time tables were coordinated by the Co-Project Directors. The Library Director was responsible for organizing the human resources and administering the funds that would be needed in various parts of the library to carry out the service. The Computer Assisted Reference Librarian was responsible for designing the profiles and maintaining all online processes, as well as supervising the daily operations of the project.

The support staff required to disseminate and deliver documents involved full-time personnel and many student assistants. A student assistant worked approximately 8 hours per week directly on recordkeeping and mail generated by the project. Another 10-15 hours of student assistant time per week was spent in various areas of the library to retrieve documents, perform photocopying, and compile statistics. The Interlibrary Loan department also provided a great deal of support in obtaining documents for the project.

Profile Design

The design and construction of a good profile is the key to experience high relevancy in document retrieval. During initial interviews the participants explained their areas of interest and were given a form to facilitate profile construction. This form was similiar to the search request forms used for database search clientele. It was useful to have participants express their topics in writing and to list keywords and known publications in order to narrow and refine the profiles. Thesauri were also used during the interview to help identify search terms and preliminary strategies involving Boolean operators were developed.

Profile inputting took place in several steps. Some retrospective searching was done online and routed to the participants. This step helped measure the quantity and quality of literature that a given database could offer with respect to the research interests. The requests generated were examined for relevant index terms or keywords. Retrieval strategies were then refined and the profile inputted or edited if already in place from the online search session. The process of reviewing references and refining search profiles was ongoing during the entire project.

Online searches were also initially used in files not having automatic SDI updates. These results yielded additional search terminology and provided references to specialized literature for participants whose interests were not entirely met by the selective databases having the automatic SDI function.

A second interview took place approximately one month after the first. The project directors reviewed databases and search strategies with the participants in order to clarify and further analyze their areas of interest. For some, online searches were reviewed with the participant for relevancy. Procedures on how to request documents from the results were also discussed. As more information on the topics became evident from the interview and from responses to the online searches, the profiles were further modified as needed. The tables below show the number of active profiles and search terms used in relation to participants.

TABLE 2

NUMBER OF PROFILES AND SEARCH TERMS

Participants	Profiles	Participants	Search Terms
3	1	6	1-15
18	2	15	15-30
7	3	5	30-45
3	4	5	45-60

An average of 2.3 profiles were active for participants during the project. Although 79 total profiles were designed, changes in the selection of databases actually resulted in 74 active profiles. The total number of descriptors or search terms used to construct the profiles was 887, or 12.3 terms per profile.

The table below shows how the database profiles and table of contents titles were distributed among participants.

TABLE 3

DATABASE PROFILES AND TABLE OF CONTENTS TITLES

TOTAL PERSONS	SCHOOL	TABLE TITLES	PROFILES	DATABASES
9	Industry & Technology - Manufacturing - Technical Education - Packaging - Business	36	26	Trade & Industry Index ABI-INFORM, COMPENDEX NTIS, ERIC, INSPEC, PAIS, CA Search, Management Contents, Social Scisearch
8	Home Economics - Hospitality - Food Science - Early Childhood	45	21	ERIC, PSYCINFO, ABI-INFORM, Social Scisearch, Trade & Industry, BIOSIS, CAB Abstracts, AGRICOLA, Sociological Abstracts
4	Education & Human Services	28	9	ERIC, PSYCINFO, Social Scisearch
4	Liberal Studies - Applied Math - Anthropology - Physical Education	20	13	ERIC, PSYCINFO, PAIS, ABI-INFORM, MATHFILE, Magazine Index, Social Scisearch, Scisearch
6	Others - Counseling - ADMINISTRATION - Library	23	13	ERIC, ABI-INFO, PAIS Medline, PSYCHINFO, LISA, Trade & Industry
31	TOTALS	152	79	

Several databases were used for many different profiles while the more specialized databases represented fewer profiles. The following databases had profiles designed for SDI updates:

TABLE 4

DATABASES AND NUMBER OF PROFILES

Database	Profiles
ERIC	16
ABI/Inform	13
Psychological Abstracts	11
Trade and Industry Index	9
Social Scisearch	6
NTIS	3
Compendex	3
PAIS	4
Sociological Abstracts	2
MEDLARS	1
Management Contents	2
Scisearch	1
CAB Abstracts	1
Math File	1
CA Service	1
INSPEC	1
BIOSIS	1
LISA	1
CAIN	1
Magazine Index	1
TOTAL	79

The majority of the profiles, over 90%, were designed on the Bibliographic Retrieval System (BRS). The cost was lower than Dialog and BRS had the advantage of an editing subsystem that allowed for flexible modification of profiles. Dialog now has an editing system as well. A major problem with reliability did occur with BRS causing delays in processing updates and generating large batches of unusable references.

There were some obstacles in designing profiles. Unlike the typical patron requesting a database search, the participants were primarily volunteers without a pressing need for literature reviews. For some, the information needed was supplementary to particular projects or curriculum where their resources were already firmly established. Their interests would also encompass a range of interests so that it became necessary to restrict the profiles to single topics. Therefore, in cases where the research needs were not well defined or were multi-faceted, more effort was required to negotiate with the participants in order to refine the search strategies and create profiles that conceptually represented their main areas of interest.

Table of Contents

During the first interview when the SDI profile was discussed, periodical titles were suggested by some participants for table of contents routing. These titles were useful for checking holdings in the library and for doing an analysis of subject headings assigned to journals and magazines of interest. At the second interview, the actual selection of periodical titles was done by the participant and the project directors.

The first step in selecting titles for a table of contents routing list was a subject analysis of known titles and the identification of others through a search of the library's Periodical and Newspaper Holding Record. The library holding records are very detailed and include subject descriptors for each title listed under a general subject index. After compiling a potential list, a project director and participant then visited the periodical stacks and decided on the utility of specific titles. This step provided an excellent review for the faculty of the library's periodical collection. Overall, there were 154 periodical titles selected for table of content routing.

The remaining implementation for routing table of contents of selected titles required the assistance of the library's Technical Services and Automation staff. The selected titles were incorporated into a master list that the library already used for special procedures during serials check-in. The library assistant checking in periodicals was then able to set aside an incoming title for a student assistant to make copies of the table of contents. There was no significant delay in processing the periodicals for the collection.

There were relatively few problems in establishing a table of contents routing service for faculty. The selection process was educational in revealing some of the strengths and weaknesses of the collection. For a few participants, there were not enough specific titles while for others there were too many to be practical. A limit of five journals per participant was generally accepted as sufficient without infringing on the SDI component of the service. There was a single participant who later received up to 10 titles in lieu of having SDI updates from database profiles.

Procedures

SDI updates from databases. When the updates from the databases would arrive, a project director (librarian) would review the results and code each reference according to document type. A student assistant would then record statistics on a master form (see Appendix) and route the offline print to the faculty member. Participants then indicated which references they would like to receive via document delivery. Again, statistics were kept on the references requested and a project director would examine the selection, noting any new descriptors that might be incorporated into the profile.

The following table shows the number of updates, online searches, and maintenance searches done to input and modify 72 profiles.

TABLE 5

SDI updates received	556
Online searches performed	120
Maintenance and input	179
	855

Each participant received an average of 4 online searches and 18 SDI updates during the entire project. The frequency of updates varied considerably. Some files were extremely consistent, e.g., Scisearch from Dialog, while others were infrequent or delayed due to vendor problems.

Participants were allowed to select as much as they desired from the updates. To keep track of the requests and to maintain statistics, the references were cut out and attached to a referral form (see Appendix). Student assistants throughout the library assisted in determining holdings and photocopying the large amount of periodical literature. Items not owned were processed through interlibrary loan and occasionally through University Microfilms.

Table of Contents Routing. On a weekly basis the copies made of table of contents were sent to participants. Before routing, the tables were attached to the same referral form used above to keep track of database references. Faculty would indicate which articles they would like to receive and the library would have student assistants perform the photocopying.

Evaluation forms. For any publication sent to a participant, an evaluation form accompanied the document (see Appendix). On this form, a scaled rating of four categories was done by the participant to evalute any given publication or reprint. Performing this evalution was a condition for receiving the service to which the participants responded well.

The four categories of evaluation and the 1-5 rating scale were identical to that used in the UNESCO project (Poncelet, 1980). The resulting statements were measured on a scale of 1-5:

1. Relevancy of the document to profile
2. Level of new information
3. Overall quality of document
4. Estimated usefulness

Other data was recorded on the evaluation forms for later analysis, including the origin of the request, i.e., table of contents title or database code; type of document, i.e., journal article, report, book, conference, etc.; source of delivery, i.e., library collection, ILL or other; and ISSN numbers. Since periodical literature dominated, keeping track of ISSN numbers later allowed statistics to be collection on specific titles.

RESULTS OF THE SERVICE

From the fall of 1984 to the first part of 1986, the 31 participants involved in the project had difference levels of usage. Their activities varied, some were actively engaged in research, some worked on specific problems, and others wanted only to review current information in their areas of interest. Several also changed their areas of research, and many were less active during summer and vacation months.

The project did provide a great variety and amount of literature, resulting in an average of 95 publications delivered to each participant from both the database references and the table of contents routings. Many participants found value in the review process as well, since there was value in scanning related literature, in reading abstracts, or even in determining a lack of publications on certain topics.

The participants varied in their interests which were generally organized along the school disciplines. Next is a table summarizing how the participants from the different schools used the service.

TABLE 6

SUMMARY STATISTICS

	INDUSTRY & TECHNOLOGY	HOME ECONOMICS	EDUCATION & HUMAN SERVICES	LIBERAL STUDIES	OTHERS	TOTAL
PARTICIPANTS	9	8	4	4	6	31
SOURCES ROUTED						
Database citations	4358	2963	1845	1406	1722	12294
Table of contents	410	318	116	107	215	1166
REQUESTS						
Database sources	630	783	271	343	206	2233
Table of contents	199	398	72	78	159	906
Total	829	1181	343	421	365	3139
DOCUMENT DELIVERY						
UW-Stout Library	456	709	209	201	257	1832
Interlibrary Loan	339	418	120	210	95	1182
Online & UMI	4	1	0	0	2	7
Total	799	1128	329	411	354	3021
Duplicate Requests	4	15	0	1	4	24
Unfilled	26	38	14	9	8	95

Database References and Requests

A total of 120 online searches and 556 updates from SDI databases were sent to the participants, from which over 12,000 bibliographic references were pulled from 38 different databases. An average number of 22 searches were routed to each participant representing an average of 396 bibliographic references per person over a 13-month period, or about 18 citations per update.

The table below illustrates the varying amounts of citations sent out to individuals during the entire time of the project.

TABLE 7

DATABASE CITATIONS SENT

NUMBER OF PARTICIPANTS	TOTAL CITATIONS ROUTED
6	0 - 200
12	200 - 400
9	400 - 600
1	600 - 800
3	800 - 1000

Almost half of the participants exceeded the average number of citations received per person. The group with the largest number of retrieved citations was the school of industry and technology, averaging 484 citations per person. Other averages include 461 per person for education & human services, 370 per person for home economics, 351 per person for liberal studies, and 287 per person for the others who comprise professional support staff and faculty.

Due to the heterogenesis disciplines represented in liberal studies, the "others", and to some extent home economics, it is impossible to generalize about the relation between schools and the amounts of citations generated by the database profiles. One important difference, however, was the number of databases applicable for industry & technology participants, who received more citations in part because more databases were utilized.

The requests generated from the databases references also varied among participants. An overall average of 69 requests per participant came from database citations during the entire project. The following table helps illustrate the varying numbers requested by participants.

TABLE 8

REQUESTS FROM DATABASE CITATIONS

Number of Participants	Total Requests
8	1 - 30
8	31 - 60
9	61 - 100
6	over 100

The number of requests varied from a low of 9 to a high of 223. To compare the levels of requests for each School, it is possible to look at the ratio of requests over the number of citations generated by the databases. This is basically a measurement of the recall and precision associated with the performance of the databases, a method introduced by F. W. Lancaster[8]. In this instance, however, the method will be employed without distinguishing between databases, that is, as applied to the request patterns of schools.

Request and Referral Ratios

Lancaster defined recall as the number of citations that match a subject term in a given database. The total number of database citations sent to participants can be considered an expression of recall. Precision has been defined as the ratio of those citations that are truly relevant to the user divided by the total retrieved (i.e., the recall) in a given database. Again, without distinguishing between databases, the overall percentage of requests over the database citations sent to the participants is an expression of precision. For this project, then, the formula would be:

$$\% \text{ precision} = \frac{\text{2148 (requests from database citations)}}{\text{12,194 (database citations retrieved)}}$$

$$= \text{17.47\% average for all participants}$$

The average precision is a way to compare the selection of publications from the database references by different Schools. The table below shows percentages taking the total number of requests for each School divided by the number of database citations sent:

TABLE 9

SCHOOL	AVERAGE PRECISION RATIO
Liberal Studies	24.6%
Home Economics	23.9%
Education & Human Services	14.6%
Industry & Technology	11.6%

A precision ratio representing requests over citations routed provides a comparable method for examining the use of the SDI service by participants, even though each School received varying amounts of citations from different databases. Interestingly, the two Schools with significantly greater selection activity, liberal studies and home economics, were also the ones that came closest to the average number of 396 citations routed per person, or 351 per person and 370 per person respectively. The number of database citations routed ranged from 100 to over 600. If any generalization can be made, it appears that precision ratios diminished over time as greater numbers of citations were routed to the individual.

Precision ratios are primarily used to measure the performance of a search in a particular database, or in the case of the project, in evaluating the effectiveness of an SDI profile in generating relevant citations. However, there are many variables that affect precision, for example, the complexity of the profile, the amount of literature indexed by a given database, and the types of publications the user is willing to select. A further analysis of precision ratios as they pertain to specific databases is discussed in the section evaluating databases.

Type of document requested from database citations. As might be expected, the database citations resulted in requests for a variety of publications. The 38 databases (for both SDI and online searches) indexed diverses sources in business, science and technology, and the social sciences. The table below shows the types of publications requested during the entire project.

TABLE 10

TYPE OF REQUEST FROM DATABASE CITATIONS (Read down)

TYPE OF DOCUMENT	INDUSTRY & TECHNOLOGY	HOME ECONOMICS	EDUCATION & HUMAN SERVICES	LIBERAL STUDIES	OTHERS	TOTAL
Journals & Magazines	491 (78%)	621 (79%)	185 (69%)	233 (69%)	169 (82%)	1699 (76%)
Reports & Technical papers	53 (8%)	47 (7%)	35 (12%)	26 (8%)	20 (10%)	181 (8%)
Books, monographs	6 (1%)	17 (2.5%)	1 (.4%)	7 (2%)	1 (.5%)	32 (1%)
Conference Proceedings	13 (2%)	30 (4.5%)	7 (2.6%)	2 (.5%)	6 (2.5%)	58 (3%)
Other: Summaries, letters, news articles, etc.	67 (10%)	68 (9%)	43 (16%)	75 (22%)	10 (5%)	263 (12%)
Totals	630	783	271	343	206	2233

Since most of the databases used during the project primarily contained periodical citations, it is not surprising that 75% of the requests were for journal and magazine articles. Participants were interested in other types of publications, although only a few databases indexed any significant amount of non-periodical literature. The type of document labeled "other" included newspaper articles and reviews or abstracts of dissertations, books, or conference proceedings.

Participants from the different Schools had similar request patterns for the various kinds of publications. Both industry & technology and home economics requested more proceedings, reflecting the databases (COMPENDEX and ERIC) that indexed this type of publication. Liberal studies and education and human services received larger percentages of "other" publications which included large numbers of book reviews (Social Science Citation Index) and dissertations (PsychInfo). Participants from the group of "other" representing support staff, selected the largest percentage of magazine and journal literature.

Table of contents sent and requested. During the project, 154 periodical titles in the library were selected for routing photocopies of the table of contents as new issues arrived. All the participants from the various Schools selected heavily from these routings, and from routing 1166 table of contents, a total of 906 articles were requested. As will be discussed in the evaluation section, approximately two-thirds of the periodical titles were utilized. Each participant seemed to have one or two titles which would generate the majority of requests. When requests were made from a routing, an average of 2.2 articles would be generated. The distribution of requests among participants is shown below:

TABLE 11

PARTICIPANTS AND REQUESTS FROM TABLE OF CONTENTS

Number of Participants	Total Requests
20	1-20
6	20-50
5	50 or more

Even though each participant generally selected from five periodical titles, the routings depended on the frequency of the publication. The average number of routings received per person during the entire project was 37, and the average requests per person was 29.

The ratio of requests to tables sent shows how participants from various Schools responded, as the table below illustrates:

TABLE 12

SCHOOLS AND REQUESTS FROM TABLE OF CONTENTS

SCHOOL	TABLES SENT	REQUESTS	% REQUESTS OVER SENT
Home Economics	318	398	125%
Others	215	159	74%
Liberal Studies	107	78	73%
Education & Human Services	116	72	62%
Industry & Technology	410	199	49%
TOTAL	1166	906	78%

The heaviest use came from those participants in home economics, a highly heterogeneous group that includes faculty and staff in tourism, hospitality, food science, early childhood education, family life studies, apparel and textile design and home economics. The group of "others" also used this service and is equally heterogeneous. Some of the participants with specializations in technical areas and industrial education had fewer titles from which tables of contents could be sent. Two other participants declined to have any.

Document delivery. Different kinds of demands were placed on the library to provide delivery of the publications requested. As was previously shown, a total of 3020 documents of all kinds were delivered to faculty and staff. Members in the school of home economics accounted for the greatest number of documents delivered (37%), followed by the school of industry & technology (26%). The amount delivered to the other three divisions were roughly the same (12% each). The amounts delivered per person were not equal among Schools as shown in the table below:

TABLE 13

AVERAGE DOCUMENTS DELIVERED PER PERSON

SCHOOL	AVE./PERSON
Home Economics	132
Liberal Studies	102
Industry & Technology	88
Education & Human Services	80
Others	60

The Schools also had different amounts delivered from database references compared to those delivered from the table of contents. The ranking of Schools based on the percentage of documents originating from database references (from the total delivered) were liberal studies (82%); education (80%), industry & technology (77%), home economics (64%) and others (53%). Home economics and the others were more dependent on the table of contents, while liberal studies, education & human services, and industry & technology exhibited more selection from the database references. Greater selection from the database references would seem to indicate a greater diversity of publications and a need for expanded bibliographic coverage.

Table of Contents Delivery. Requests from the table of contents were quickly filled by photocopying the articles from the library's collection, a task performed by student assistants during low activity times. A total of 906 journal and magazine articles were reproduced and sent to faculty and staff from the table of contents routings. There were few problems in having items photocopied and delivered and less than 1% of the requests were filled with external sources due to missing issues. Below is a table showing the delivery source used to fill the table of contents requests and the averages per participant.

TABLE 14

SOURCE OF DELIVERY - TABLE OF CONTENTS REQUESTS

SOURCE	PERIODICAL ARTICLES
UW-Stout Library	894
Interlibrary Loan	11
Unfilled	1
Total	906

About a third, or 37% of the total documents delivered during the project, originated from the table of contents. As was noted before, those participants from the "Other" category and home economics had the largest selection patterns from the Table of Contents.

Delivery from SDI database references. The diversity of publications requested from the database references demanded considerably more resources to provide delivery. The primary source of database references were interlibrary loans (53%). A small percentage (4%) could not be filled because the costs involved in obtaining them were excessive. The chart below shows the delivery outcomes and the types of documents generated from database references.

TABLE 15

DELIVERY SOURCES FOR DATABASE REFERENCES BY DOCUMENT TYPE

Source	Journals & Magazines	Books	Reports	Conference Proceedings	Other	Total
UW-Stout	673	6	122	26	111	938
Interloan	967	14	41	24	125	1171
Other	5	0	0	0	2	7
Total	1645	20	163	50	238	2116
Unfilled	37	6	17	8	25	93
Duplicates	17	6	1	0	0	24

As can be seen, periodical requests accounted for over 75% of the material delivered and was a type of publication with a high fill-rate. Books were also filled readily, although this form of publication was the least indexed by the databases having an automatic SDI, or current awareness service. Reports and proceedings were more frequently indexed but had lower fill rates and many had to be obtained through unconventional interlibrary loan channels. Filling requests for journal and magazine articles relied heavily on interlibrary loan, which was expected given the diverse indexing among databases. There were surprisingly few duplicate requests, that is, a participant selecting the same citation more than once from different database updates.

EVALUATION OF SDI PROJECT

The project was evaluted by taking into account both the anticipated results and the objectives set forth initially. The participants and the components of the service were evaluted statistically to make comparisons and provide analysis. Finally, the project was evaluated for cost effectiveness and recommendations given for future SDI services.

The data from which to measure the above criteria included a survey of participants, document evaluations, and descriptive statistics on all aspects of the project. The survey was conducted shortly after the project was terminated and comprises some twenty questions that measure the responses of 27 participants to the anticipated results and objectives of the service. Out of 3000 document evaluations sent out with every reprint or other publication, a total of 1746 evaluations were collected that rated the value of each document on four categories, track its origination, and record the source of delivery.

Other statistics quantify the results and provide a basis for comparing various aspects of the service, such as the levels of relevant information found among various databases and the costs involved.

EVALUATION - SURVEY RESULTS

All of the anticipated results and some of the objectives were evaluated using the survey responses. Most of the survey questions required a scaled response, ranging from 1 to 5. The scale represents levels of agreement, from a low of "not at all"(1), to "some"(3), to "very much"(5). The following anticipated results and objectives are shown below in relation to the average ratings given to selected survey questions:

TABLE 16

SURVEY RESULTS AND RATINGS

OBJECTIVES AND ANTICIPATED RESULTS	SURVEY RESPONSE	MEAN RATING
1. Participants will save time doing literature review and obtaining documents	"project saved considerable amount of research time:	4.23
	"document delivery was useful"	4.78
	"estimate hours/month saved" (Ave. = 6 to 15 hours)	

2. Participants have high recall of information and review greater amount of literature	"citations received were exhaustive of subject field"	4.04
	"project increased awareness of publications in field"	3.96
	"spend more time reading in field"	3.82
3. Database generated references and document deliver cost-effectiveness	"established profile and database citations met expectations"	4.59
	"document delivery through campus mail was useful"	4.78
4. Participants are better informed and experience qualitative improvements in research and instruction	"better informed because of participating in SDI"	4.23
	"citations were useful to research and classroom work"	4.89
	"improvements in instruction or research were realized"	4.00
	"per cent that produced new research or teaching leads"	Mean = 11% or greater
	"% of periodical citations directly useful to work"	Mean = 58%

5.	Service will be highly valued and funding should be provided for continuance	"should service be continued and expanded to faculty/staff" Mean = 100% (yes)	
6.	Establish current awareness service in academic infrastructure and improve bibliographic access	"database citations met expectations"	4.59
		"project increased awareness of publications in field"	3.96
		"citations shared with others" Mean = 78%	
7.	Previous information gaps are filled with relevant information	"difficulty experienced in identifying journals and documents in field" Mean = 58%	
8.	Voids in collection where recommendations could be made	"voids were discovered in the library holdings"	3.20
		"titles suggested to library for purchase" Mean = 48%	
9.	Provide highly relevant and current citations	"database citations met expectations"	4.59
		"table of contents useful in comparison to databases"	3.96
10.	Effectiveness of service and level of anticipated support	"service was completely satisfactory" Mean = 56%	
		"document delivery through campus mail useful"	4.78

Usefulness. The ratings reflect positive responses and show the extent to which the anticipated results and objectives were realized. Participants were particularly strong on evaluating how effectively the current literature could be incorporated into their teaching or research efforts. In response to an estimate of usefulness (N=27) for periodical citations from database references, the average rating of 6% was given for "not useful", 13% for "already aware", 18% for "useful but not necessary", and 58% for "directly useful." The articles generated from the table of contents also appeared useful, indicated by a mean rating of 3.96.

Impacts of service. Several questions concerning the impact of the service had participants respond to a range of values or categories and indicate a direct impact on information dissemination. For example, the amount of time saved in research time per month by the service was marked at 6-10 hours (37%), 11-15 hrs. (30%), and over 15 hrs. (26%). Another impact measured was the extent to which references were shared, having responses of 11% "shared with none", 7% "with 1-2 people", 37% "with 3-5 people", 41% "routed throughout department." Also, when asked if new titles were suggested for library acquisitions, 48% of them indicated "yes" with estimated titles numbering from 1 to over 10.

In responding to an estimate of the material that provided "new research or teaching leads", 41% of the participants marked 11-15% of the material, and an equal 41% marked over 15% of the material. This response, in addition to the others shows that the material routed had a significant impact on teaching and research activities, saving time, disseminating information throughout departments and improving the collection in the library.

Effectiveness of the SDI databases. The survey elicited responses that were aimed at determining the effectiveness of the SDI database profiled. When participants were asked about the total numbers of citations generated, 66% indicated "too many", 19% "satisfactory", and 15% "too few." When evaluting the profile, some 19% indicated it

was too broad but only 4% thought it yielded too many irrelevant citations, and only 4% indicated it yielded too few relevant citations. Those who received more references than they wished did not encounter a lack of relevant material in their updates. Lastly, a category labeled "insufficient databases in field" received only 11% responses. Given the limited number of databases where automatic SDI's are available, only a few found the selection insufficient.

Suggestions for continuation. The survey did receive a 100% affirmative response to a question asking if the service should be continued and extended to others. When asked how to fund this service, the participants responded to several choices given and made some final comments. The most popular choices were for reallocation of funding, primarily from all-university budgets, but also from the library budget as well. Less popular but mutually strong choices were "faculty and staff should pay" and "department funds should be used."

Other comments were included that provided insights into how the service was valued and ideas about continued funding. The comments included:

"grants from foundations"

"should be continued in any way possible"

"subsidize with costs charged back to research grants"

"departments and library should work together and share costs"

"most valuable service offered...particularly for graduate education"

"needed for a graduate institution"

"value to my research efforts is inestimable"

"opened doors for me...on research I would never have time for"

"helped tremendously...a couple articles written and finished a book"

"a great service"

"felt on top of recent developments for the first time in years"

TABLE 17

COST EVALUATION

Total Searches = 855

Total Costs = $6,700

Average cost per search = $7.85

Average Monthly Cost per participant = $16.61

Average Annual Cost per participant = $199.00

The average cost of SDI, current awareness searching at $7.85 is not appreciably higher than regular database searches at Stout which is $7.11 per search.

The online search costs include preliminary searches to investigate and sample database files, online time to input profiles, editing and revising profiles, supplementary searches to pull references from databases that did not have automatic SDI, and other maintenance functions. Offline costs include all the updates to profiles, both from flat fees and additional royalties per citation, vendor printing fees, and shipping charges.

LABOR COSTS

Librarian Level: 4 hours per profile (average)

10 hours per week after profile was established

Paraprofessional level: 5 hours per week, interlibrary loan

Student Assistant level: 12 hours per week (includes searching for citations, in library, making copies of articles, table of contents, document delivery through mails).

OTHER COSTS

Copying costs: 1,166 table of contents sent to participants

1,832 articles copied and sent to participants

(average 3 pages per article)

1,152 interlibrary loan articles copies

(average 3 pages per article)

Online printing: 12,294 database citations printed

Documents purchased from University Microfilms International(UMI): 7 @ $6.00 each

Interlibrary loan: 1,181 @ $5.19 (OCLC, WILS) = $6,129

Labor and other costs were not computed in actual dollars because of constant rate changes during the year. Basically, labor and other costs can easily be discerned using time and materials as measured against prevailing rates.

DOCUMENT EVALUATION FORMS

A document evaluation form (see Appendix) was sent with every reprint or other publication so that participants could rate what they received on four categories:

1. Relevancy of document to interest profile;
2. Level of new information;
3. Overall quality of document;
4. Estimated usefulness.

The ratings for each were scaled between zero and five to estimate a level of value, with zero representing "no value", one representing "low", three as "medium", and five as "high." A total of 2503 evaluation forms were collected constituting a return rate of 85% from those sent out with each publication. Of the returned evaluations, those originating from database references made up 70% and those from the table of contents made up 30%.

The evalution forms were also coded to trace how the request originated, that is, either from a table of contents or the name of the database used. Also included was the type of publication, the delivery system used to provide the document (library vs. interlibrary loan), and the title of the source if it was from a periodical. The extensive collection of data evaluated how the participants reacted to numerous variables.

Table of Contents Ratings. A total of 745 evaluations for the table of contents were collected. The return rate for the evaluations was 82%. The ratings below show the percentage marked for each increment of the scale, with N=745.

TABLE 18

EVALUATION RATINGS FOR TABLE OF CONTENTS (N = 745)

	Low			Medium		High	Mean
	(0)	(1)	(2)	(3)	(4)	(5)	Rating
Relevancy of document to profile	2%	1%	3%	18%	31%	45%	4.1
Level of new information	2%	1%	5%	18%	31%	43%	4.0
Overall quality of document	1%	1%	3%	22%	29%	44%	4.0
Estimated document usefulness	2%	2%	5%	24%	32%	35%	3.9

The participants rated all categories consistently high, with the average rating of around 4.0 having standard deviations ranging from 1.0 to 1.1. Approximtely 75% of all the responses fell in the "high" value range (between 4-5).

The ratings show that participants found their table of contents documents relevant, informative, of an acceptable quality, and useful for applying to their own research and teaching needs. It is interesting that the rating for "relevancy of document to profile" indicates that the periodical articles from the table of contents were considered to be pertinent in the same way as the "profile" generated documents from database references.

The number of periodicals titles making up the evaluations equalled 100. Other statistical data shows that 138 titles were actually used for requests, so that not all the titles (total of 154) for this component of the current awareness service were utilized. In fact, the scatter of titles among evaluations shows a median of seven evaluations per title, and 15 titles comprising 35% of the evaluations. Apparently, participants concentrated their selection from a small core of journals and magazines.

Evaluation ratings for database references. There were over 1750 evaluation forms from database references, accounting for 70% of the total. The return rate was 79%. The ratings below show the percentage marked for each increment of the scale, with N=1758.

TABLE 19

EVALUATION RATINGS FOR DATABASE REFERENCES (N = 1758)

	LOW			MEDIUM		HIGH	MEAN
	(0)	(1)	(2)	(3)	(4)	(5)	RATING
Relevancy of document to profile	1%	3%	6%	21%	30%	39%	3.9
Level of new information	1%	4%	7%	26%	32%	30%	3.7
Overall quality of document	1%	4%	7%	26%	31%	31%	3.8
Estimated document usefulness	2%	5%	9%	27%	30%	27%	3.6

The ratings show that over 85% of the documents evaluated fall within the "medium" and "high" value for all four categories, with the mean rating approaching close to the middle. The ratings also show a good deal of similarity for each category, with the largest difference appearing between "relevancy" and "usefulness." These ratings confirm the same important outcomes expresed in the survey results.

The rating for relevancy shows that the automatic SDI profiles were productive in generating documents that accurately represented the research topics. The ratings for level of new information and quality also indicate that expanded bibliographic access to new sources was achieved. Finally, the ratings for usefulness coincide with those research and teaching applications measured in the survey.

Evaluations and Schools. Ratings were tabulated using the combined evaluations from both table of contents and database references to compare the different Schools. The table below shows the average rating for the four evalution categories by School and by the entire group of participants:

TABLE 20

EVALUATION RATINGS (MEAN SCORE) FOR SCHOOLS

	ALL SCHOOLS	INDUSTRY & TECHNOLOGY	HOME ECONOMICS	EDUCATION & HUMAN SERVICES	LIBERAL STUDIES	OTHERS
Number of evaluations	N=2503	N=677	N=959	N=236	N=355	N=276
Relevancy of document to profile	3.9	3.9	3.9	4.7	4.7	4.1
Level of new information	3.8	3.7	3.9	4.4	4.4	3.6
Overall quality of document	3.8	3.7	3.9	4.4	4.4	3.8
Estimated document usefulness	3.6	3.5	3.7	4.3	4.3	3.5

The mean ratings show that Education and Human Services and Liberal Studies participants scored each category near the "high" value mark. All other participants had slightly lower ratings, closer to the midpoint between "medium value" and "high value."

DATABASE EVALUATION

A total of 38 databases were utilized for the project, covering a wide range of scientific and social science disciplines. As mentioned previously, not all of these databases were used for establishing SDI profiles (see Table 4 for list of SDI databases), and 18 additional databases were searched to provide supplementary citations and to review the literature for particular topics. There were 6 of these supplementary databases from which participants did not select citations, reducing the actual number of databases producing "hits" and generating requests to 32.

Request patterns. Among the databases with SDI profiles, there was a significant difference between those which were specialized and databases that were interdisciplinary. In fact, 74% of the total requests were from 5 databases: ERIC, ABI-INFORM, PSYCHINFO, Social Scisearch, and Trade and Industry Index. These databases had the most profiles and the greatest interdisciplinary use by members from various schools. On the following page is a table showing the number of requests generated by various databases, its percentage of the total requests, and the number of requests divided by the number of citations routed from that database, i.e., the precision ratio.

TABLE 21

DATABASES AND NUMBER OF REQUESTS

Database	Percent Requests	Total	Precision Ratio
ERIC	345	15%	12%
ABI-INFO	379	17%	19%
PSYCHINFO	252	12%	16%
Social Scisearch	374	17%	35%
Trade & Industry Index	291	13%	18%
Scientific & Technical (13 others)	211	9%	13%
Social Science (14 others)	371	17%	13%
Totals	2233	100%	18%

The groups of scientific and social science databases are divided according to the topics for which they were searched. Among some of the more heavily used within the scientific group are Scisearch, Mathfile, COMPENDEX, and BIOSIS previews. Those in the social science group which received the most requests include CAB Abstracts, PAIS, NARIC, and Magazine Index.

The top five databases are very similar in the total amounts of requests generated. Participants from all five schools had profiles designed for both ERIC and Social Scisearch. Home economics had the greatest number of requests from both of these databases, 35% and 60% of the total respectively. Four of the schools had profiles in ABI-INFORM, with Industry & Technology accounting for 53% of the requests. Four schools also used PSYCHINFO, with Education and Human Services requesting 59%. The Trade & Industry Index was used by three schools, but heavily dominated by Industry & Technology, which made up 72% of the requests from this database. The groups of scientific and social science databases were divided along disciplinary lines between and within schools.

Precision ratios. The precision ratios that show the amount of requests divided by the citations routed varied considerably among the databases. Social Scisearch had the highest precision ratio, indicating a higher yield of selection than the other databases. Both business databases, INFORM and Trade & Industry had ratios that are close to the average. While the ratios for ERIC and PSYCHINFO are less than the average, the collective ratio for the other social science databases was considerably higher. The inverse was true for participants using scientific databases where the ratio is lower than the average. Those participants using scientific and technical databases also had profiles in INFORM or Trade & Industry, which generated more requests for their topics.

Document evaluations and databases. With the database name coded onto the document evaluation forms, it was possible to determine the ratings for particular databases. Evaluation ratings were compiled for the most popular databases and for the two groups of databases. Not all databases used had evaluations returned. The group of "science" databases includes BIOSIS, AGRICOLA, Chemical Abstracts, CHRIS, COMPENDEX, INSPEC, Mathfile, NTIS, Robotics Database, A400, and Scisearch. The "social science" databases include A400, CAB Abstracts, Dissertation Abstracts, PTS F&S Indexes, Legal Periodicals Index, LISA, Magazine Index, Mental Health Abstracts, Medline, Nursing & Allied Health, Management Contents, National Council of Family Relations, National Newspaper Index, NARIC, PAIS, and Sociological Abstracts.

The table on the next page consolidates those ratings by showing the mean score given for each evaluation category under each database or group of databases. The rating was based on a 1-5 scale with values indicated as low (1), medium (3), and high (5).

TABLE 22

EVALUATION RATINGS (MEAN SCORE 1-5 SCALE) FOR DATABASES

	ERIC	INFORM	PSYCH INFO	SSCI	TRADE	SCIENCE	SOCIAL SCIENCE
Evaluations (N=)	236	298	183	357	224	267	181
Relevancy of document to profile	3.8	3.9	4.5	3.4	4.0	4.0	3.9
Level of new information	3.6	3.6	4.2	3.5	3.7	3.9	3.9
Overall quality of document	3.7	3.7	4.2	3.5	3.6	3.8	4.0
Estimated document usefulness	3.6	3.6	3.9	3.1	3.5	3.8	3.8

The ratings for databases are not unsimilar to those given in the previous analysis of the evaluation forms for database references (see Table 17). All the databases rate well within the value between medium and high on all categories. Higher ratings are consistently shown above for the "relevancy" category. An interesting pattern emerges with Social Scisearch (SSCI), which had the lowest ratings. This database is a strong interdisciplinary database that generated a significant number of requests and had the highest precision ratio. However, it was one of the few databases that had neither abstracts nor subject descriptors, making profile design more difficult and likely to result in requests for less relevant publications. This reveals a weakness in using precision ratios as a means of evaluating productivity of a given database. Selection of references does not necessarily translate into substantial yields of information.

CONCLUSION

The extent to which the objectives and anticipated results were achieved can be seen in the extensive evaluations and statistics. The scaled responses of the survey did indicate a successfully developed current awareness service in the many specialized areas of participants. Of particular value was the 6-15 hours per week saved in identifying relevant literature and the convenience of document delivery. The evaluations for each document (N=2503) also measured the effectiveness of both database references and table of contents routings in providing relevant and new information. These document ratings coincide with the survey responses showing that participants increased their awareness of new publications and spent more time reading in their fields.

The impact on research and teaching of the several thousand publications delivered to participants is evident in the survey responses, including many comments reflecting impacts on publishing and curriculum development. Document evaluations also show consistent ratings for "usefulness" between medium and high values.

The current awareness project greatly enlarged access to comprehensive sources of information and extended awareness into the academic infrastructure. Survey responses show high ratings for the exhaustiveness of literature captured through the database profiles and table of contents, and the fact that references and publications were shared among persons within departments or units. Finally, the participants learned how to gain access to external sources of information through powerful electronic mediums. Both library staff and participants derived a greater understanding of the dynamics involved in providing this service. Knowing the capacity of our interloan arrangements in delivering publications and sustaining a high fill rate was an important factor in providing a successful service. Staffing requirements and maintenance functions were also assessed, and the demands on full-time library staff did show that the additional workload can impinge on other responsibilities. Strengths and weaknesses of the library's collection were also

identified during the project with some titles being added. The database evaluations revealed which indexes are most pertinent for the levels of interest and disciplines in our program areas at Stout. Perspectives were gained on the persons for whom this service is most suitable, with the greatest use coming from those actively involved in research and publication.

Finally, the survey responses and contact with participants show overwhelming approval and satisfaction with the SDI service, and strong support for continuation through allocations from the university budget. The cost of providing a current awareness service at this level affected all areas of the library, including significant amounts of staff time. Continuation would require additional funding on a per person basis to pay for direct costs (database fees, document delivery, etc.), and lower numbers of participants to reduce excessive strains on full-time staff.

There were other faculty requesting the service who could not be included, and many who have since inquired about any future current awareness services. This service directly affects the professional development of our faculty and staff and the institutional goals of the University of Wisconsin-Stout. There are many others who would greatly benefit from a current awareness and document delivery service. This prototype has shown the positive impacts such a service can have on the quality of teaching and research.

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EVALUATION OF SELECTIVE DISSEMINATION OF INFORMATION
CURRENT AWARENESS PROJECT FOR UW-STOUT FACULTY AND STAFF

We have completed the above project in which you were a participant. We now need your response to help evaluate the SDI project's usefulness, value, and potential as a future service. Please respond as requested below and return the completed evaluation to: Van Houlson or Joe Jax, Library Learning Center on or before March 28, 1986.

1.0 USER CATEGORY:

1.1 Participant _____

1.2 Department _____

1.3 SDI Profile Descriptors: (To be provided by Van Houlson)

_____

_____

_____

1.4 Databases searched: (To be provided by Van Houlson)

_____

_____

2.0 PROFILE SATISFACTION: (Respond by circling the numeric value.)

2.1 The established profile and database citations met your expectations.

Not at All		Some		Very Much
1	2	3	4	5

2.2 The contents indexed by Databases utilized and the citations received by you were exhaustive of the subject field.

Not at All		Some		Very Much
1	2	3	4	5

2.3 The retrieved bibliographic citations were useful to my research and classroom work.

Not at All		Some		Very Much
1	2	3	4	5

2.4 The SDI project has increased my awareness of publications in the field.

Not at All		Some		Very Much
1	2	3	4	5

2.5 Because of the SDI project, I spend more time reading in my field.

Not at All		Some		Very Much
1	2	3	4	5

2.6 The SDI current awareness project saved me a considerable amount of research time.

Not at All		Some		Very Much
1	2	3	4	5

2.6.1 Estimate how many hours per month were saved by not having to search for library research citations?

___None ___1-5 ___6-10 ___11-15 ___over 15

2.7 I am much better informed because of participating in the SDI project.

Not at All		Some		Very Much
1	2	3	4	5

2.8 Improvements in instruction and/or research were realized because of the SDI Project.

Not at All		Some		Very Much
1	2	3	4	5

2.8.1 What per cent of the material provided to you produced new research or teaching leads? Check below.

___0% ___1-5% ___6-10% ___11-15% ___over 15%

2.9 As a SDI participant, certain voids were discovered in the holdings of Stout's Library Learning Center collections.

Not at All		Some		Very Much
1	2	3	4	5

2.9.1 Did you suggest any new titles for library acquisitions because of this project?

_____Yes _____No

2.9.2 If yes, estimate how many titles.

____none ____1-5 ____6-10 ____over 10

3.0 DOCUMENT USEFULNESS:

3.1 Prior to using our SDI current awareness service, did you experience difficulty in identifying journal/document articles in your field?

_____Yes _____No

3.2 To what extent were the periodical citations received by you useful as per categories below:

Category	Estimate % of totals
3.2.1 Directly useful to my work . . .	_____%
3.2.2 Useful but not necessary . . .	_____%
3.2.3 Not able to tell because of poor abstract or lack of abstract . .	_____%
3.2.4 Already aware of because of current readings	_____%
3.2.5 Not useful; irrelevant	_____%

3.3 The total number of citations received according to my profile were:

_____ too few
_____ satisfactory
_____ too many
_____ overwhelming

3.4 To what extent did you share your citations with others? Check no. below:

_____ shared with no one
_____ shared with 1-2 people
_____ shared with 3-5 people
_____ routed throughout department

3.5 Document delivery through campus mail was useful.

Not at All		Some		Very Much
1	2	3	4	5

4.0 ENHANCEMENT OF SDI CURRENT AWARENESS SERVICE.

4.1 Shortcomings of SDI project. Check all that apply:

_____ Service was completely satisfactory.
_____ Too few titles actually found in Stout's LLC.
_____ Insufficient databases in field.
_____ Interlibrary loan too slow.
_____ Profile too broad.
_____ Limited retrospective citations (2 years).
_____ Profile yielded too many irrelevant citations..
_____ Too few abstracts provided.
_____ Profile yielded too few citations that were relevant.
_____ Other. List below:

_____

_____

_____

5.0 TABLE OF CONTENTS ROUTINGS.

5.1 Were journal table of contents routed to you?

_____ Yes _____ No

5.1.1 If yes, to what extent were these useful in comparison to database references?

Not at All		Some		Very Much
1	2	3	4	5

6.0 FUTURE RECOMMENDATIONS.

6.1 Should the SDI current awareness service be continued and extended to all faculty/academic staff?

_____ Yes _____ No

6.1.1 If yes, how should this service be funded <u>if</u> LLC funds are not available? Check best choices below:

_____ LLC should reallocate funds from new books and periodical accounts.
_____ Faculty/academic staff should pay according to their use of SDI service.
_____ Departmental funds should be used.
_____ SDI service should be supported from all-university base re-allocation.
_____ Other: Comment:

_____

_____

_____

RETURN TO JOE JAX OR VAN HOULSON BEFORE MARCH 28, 1986. THANK YOU.

UW-STOUT
SDI 3
REV 4/85
WP

LIBRARY LEARNING CENTER
UNIVERSITY OF WISCONSIN-STOUT
SELECTIVE DISSEMINATION OF INFORMATION
PILOT PROJECT

Document Evaluation

Faculty Member _____ SDI # _____

Instructions: To help us determine the value of this project, please complete the following "for each document" then return.

	VALUE SCALE (Circle One)					
	No Value	Low		Medium		High
Relevancy of document to your interest profile	0	1	2	3	4	5

Comment:

Level of new information	0	1	2	3	4	5

Comment:

Overall quality of document	0	1	2	3	4	5

Comment:

Estimated document usefulness	0	1	2	3	4	5

Comment:

RETURN TO: Van C. Houlson
x2141
Rm. 108
LLC

Pre-Document Evaluation Data:

1. Document is from:

   A. Table of contents _____

      Journal Title _____

   B. Database reference (check one)

      1. Journal article _____

      2. Research/project report _____

      3. Book _____ Database _____

      4. Conference/proceedings _____

      5. Other _____

2. Date sent_____.

Post-Document Evaluation Data:

1. Date returned_____.

LIBRARY LEARNING CENTER
UNIVERSITY OF WISCONSIN-STOUT
SELECTIVE DISSEMINATION OF INFORMATION
PILOT PROJECT

Referral Instrument

Faculty Member _____

Instructions: Complete one form for each citation and for each table of contents and then return to Van Houlson, LLC.

Based upon the reference or table of contents enclosed, do you wish to read the entire document? Check as appropriate.

_____ Yes, please route the document(s) to me.

_____ No, the document would not be of interest to me because:
check as appropriate.
_____ Subject is irrelevant to my interest
_____ Subject is not in my field
_____ I have already read this article/document.
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SDI 2

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1. If table of contents, enter total number of articles listed._____.
2. If citation from printout, does it have an abstract? _____yes _____ no
3. Type of document(s) represented? (check one)

   Journal article(s) _____

   Research/project report _____

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   Other _____
4. Date sent to faculty _____

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Profile Design
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DEFINE THE RESEARCH INTEREST:*

KEYWORDS/DESCRIPTORS/CONCEPTS AND OTHER SEARCH TERMS:*

KNOWN PUBLICATIONS/JOURNALS/AUTHORS/CONFERENCES:*

INFORMATION NOT WANTED OR OTHER RESTRICTIONS:* DATA BASES:

Publication Years?

Language?

Formats?

(*USE REVERSE SIDE IF NEEDED)

DEFINE RESEARCH (cont.)

KEYWORDS.....(cont.)

KNOWN PUBLICATIONS

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TIME:	To establish profile	(1st time)	_____	____yes ____no
	To revise/edit	(2nd time)	_____	____yes ____no
	" "	(3rd time)	_____	____yes ____no
	" "	(4th time)	_____	____yes ____no
	" "	(5th time)	_____	____yes ____no
	Total no. of profile changes		_____	
	Time to finally prepare search strategy and input SDI		_____	
TERMS:	No. of terms provided by faculty		_____	
	Additional terms from indexes, etc.		_____	
	Final no. of search terms in SDI		_____	